



Teaching Artist Roster Guide

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Arizona
Commission
on the Arts

This document is available in alternative formats by contacting the
Arts Commission at 602-771-6501.



TEACHING ARTIST ROSTER GUIDE

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Dear Friends:

It is my pleasure to welcome you to the *Teaching Artist Roster* program. I have great respect for the work that artists do in our schools and communities across Arizona.

As we create a new roster using new 2.0 technologies, we will be evaluating all applicants based on a new set of criteria that focus on not only your work as a professional artist, but your work as a teaching artist. No one will be automatically placed on the new *Teaching Artist Roster*.

Schools, and the students that attend them, must be able to adapt to the many changes that continue to influence the curriculum, and we at the Arts Commission need teaching artists to be well versed in the arts standards, current trends in education, and have the ability to convey their messages and skills clearly and to diverse populations. We have also found that communities across Arizona also are in need of your talents—artists who are able to engage in collaborative arts learning experiences.

The new online technology at the Commission will allow you to upload digital images, sound bites, and video, allowing users of the system access to your information and skills 24/7.

Thank you for joining us as we re-imagine the *Teaching Artist Roster* which is prepared to engage our young people and communities across the great state of Arizona in learning experiences in and through the arts. Most of all, thank you for your willingness to share your talents and skills.

Sincerely,

Robert C. Booker
Executive Director

OVERVIEW OF TEACHING ARTIST ROSTER (2009 – 2010)

The Arizona Commission on the Arts Teaching Artist Roster is a juried, panel-approved listing of Arizona artists from all artistic disciplines. Artists are approved for the Roster after completing a rigorous application, review, and interview led by a panel of artists, educators, presenters, and citizens. The Teaching Artist Roster is not a comprehensive directory of Arizona artists.

The primary purpose of the Teaching Artist Roster is to identify and promote high-quality artists who maintain active careers as teaching and professional artists, and who have particular expertise in collaborating with schools and communities to engage individuals in learning experiences in, through, and about the arts.

Applications will be accepted on a biannual basis in the disciplines of Literary Arts; Dance; Folk Arts: Performing; Folk Arts: Visual; Multidisciplinary Arts; Music; Theatre; Visual Arts, and Storytelling. Artists may apply in more than one discipline. There is no minimum or maximum number of artists selected for a particular discipline or for the Teaching Artist Roster overall.

The Commission is implementing a new application procedure for the Teaching Artist Roster. This online Roster, hosted by ERC Systems, is more efficient, accurate, and addresses the needs of schools and communities utilizing teaching artists in their programming. **Please read the entire Teaching Artist Roster Guide before beginning an application.**

TEACHING ARTIST ROSTER TRACKS

Within the Teaching Artist Roster, the Commission maintains two teaching tracks: Education-based and Community-based. Each of these tracks retains distinct teaching philosophies, requirements, and evaluation criteria.

- Teaching artists on the **Education-based Track** are approved based on their ability to conduct residencies in **educational** settings and the quality of their work as professional artists. This requires standards-based curriculum practices, significant assessment and evaluation, and successful teacher-artist collaborations.

For more information about the Education-based Roster visit
www.azarts.gov/teachingartistroster/educationbased.pdf

- Teaching artists on the **Community-based Track** are approved based on their ability to conduct residencies in **community** settings and the quality of their work as professional artists. The structures of these residencies may be, but are not limited to, after-school programs, one-day assemblies, or short-term exposure to an art form. Regardless of the venue, the residency must have clear objectives, goals, and assessment tools for the duration of the residency.

For more information about the Community-based Roster visit
www.azarts.gov/teachingartistroster/communitybased.pdf

ELIGIBILITY

The Teaching Artist Roster is for individual and company artists. Organizations are not eligible to apply. At the time an application is submitted, applicants must be:

- 18 years of age or older;
- A resident of Arizona.

IMPORTANT DATES

August 14, 2008

September 18, 2008

October 20-24, 2008

December 15, 2008

January 1, 2009

Deadline for Artist Intent to Apply (completed online)

Deadline for Teaching Artist Roster Application (completed online)

Roster Panels (not all applicants will receive an interview)

Notification of application status (mailed to all applicants)

Public Launch of new Teaching Artist Roster

For a complete Teaching Artist Roster Timeline visit www.azarts.gov/teachingartistroster/artists.htm

SUBMISSION DEADLINES**Artist Intent to Apply Deadline: August 14, 2008**

In order to apply for the Teaching Artist Roster, you must submit the Artist Intent to Apply, an online form, at www.azarts.gov/teachingartistroster/intent.htm. The Artist Intent to Apply must be submitted no later than midnight on **August 14, 2008**. Applicants who have not submitted an Artist Intent to Apply by the **August 14, 2008** deadline will **NOT** have their applications processed.

Teaching Artist Roster Application Deadline: September 18, 2008

Applications and all supplemental material must be submitted online at <http://roster.azarts.gov> no later than midnight on **September 18, 2008**. Applications submitted after the deadline date/time will **NOT** be processed.

HOW TO APPLY

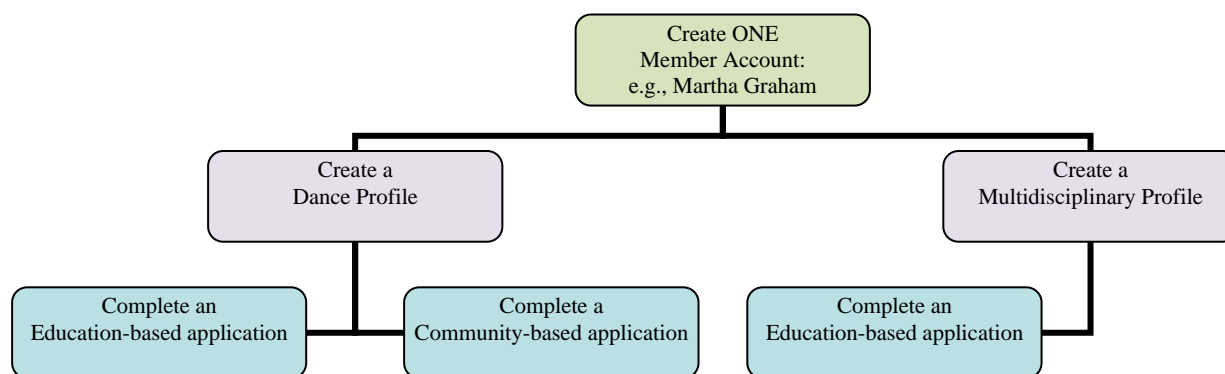
Roster application forms are no longer found in this publication and must be accessed online at <http://roster.azarts.gov>.

- Step 1** In a web browser, go to www.azarts.gov/teachingartistroster/intent.htm and fill out and submit the **Artist Intent to Apply** form.
- Step 2** Go to <http://roster.azarts.gov> to create a member account and complete your application(s).
- Step 3** Upload all supplemental materials. For a complete list of required materials, see “Supplemental Materials” on page 3.
- Step 4** Print out the Signature Page, sign it, and mail it to the Commission.

Starting an Application Online

Applicants will create one member account online and complete a profile for each artistic discipline they wish to be listed under (Literary Arts; Dance; Folk Arts: Performing; Folk Arts: Visual; Multidisciplinary Arts; Music; Theatre; Visual Arts; and Storytelling) and an application for each teaching artist track they want to be listed under (Education, Community, or both).

For Example: Martha Graham is a dance artist interested in working in education and communities. She is also a multi-disciplinary artist interested in working in education.



You may complete your online application at your own pace; the application allows you to save your work as you progress through the system. If you do not have access to a computer, contact or visit your local library or local arts council/commission.

Staff Assistance

New applicants are strongly encouraged to contact the Arizona Commission on the Arts well in advance of the deadline to discuss proposed application(s). New applicants may request Commission staff review a draft of their online application by sending an email with "Teaching Artist Roster Review" in the SUBJECT LINE to teachingartistroster@azarts.gov. Staff will review drafts up to three weeks before the application deadline date. Staff review **does not guarantee** jury approval, but can help strengthen applications.

For a complete Staff List visit www.azarts.gov/about/staff.htm

Accessibility

The Arizona Commission on the Arts is pleased to offer reasonable accommodations for any artist requiring accessibility accommodations with regard to the application process. **Requests must be vetted prior to the application deadline.** For more information, visit www.azarts.gov/accessibility or contact Jaya Rao at jrao@azarts.gov, 602-771-6501.

SUPPLEMENTAL MATERIALS

1. Artist Intent to Apply

All applicants must submit an online form informing the Commission of your intention to apply. This form is required and due **August 14, 2008**.

You will complete and submit the Artist Intent to Apply at www.azarts.gov/teachingartistroster/intent.htm

2. Artistic Work Samples

In order for panelists and end-users to become familiar with your work, the Commission requires artists upload artistic work samples to the online Teaching Artist Roster. Work samples should best demonstrate your or your company's artistic work. Panelists will evaluate the artistic quality of your work based on these uploaded materials. Please carefully review the guidelines and formatting instructions and allot ample time to prepare and upload high-quality work samples.

Primary vs. Secondary Artistic Work Samples

Teaching Artist Roster applicants are required to submit a primary work sample. Primary work samples should directly relate to your artistic discipline. For example, if you are applying to the dance category, please submit an artistic work sample that shows you in motion. Still images would not speak to artistic quality in this category. Additionally, we caution you to not overwhelm panelists with your artistic work samples. Choose a sample that most clearly and accurately represents the quality of your or your company's work. You may submit secondary work samples to add context and examples to your site. Keep in mind that only your primary work sample will be viewed in the jury process.

Student Artistic Work

You should not submit students' artistic work as demonstration of your primary artistic work sample. If you submit secondary work samples that include student work/images, you must mail a copyright release form to the Commission. Copyright release forms can be found at www.azarts.gov/teachingartistroster/forms.htm.

How to Submit Artistic Work Samples

If accepted onto the Teaching Artist Roster, this material will become available to the public on your artist web page and will be an important marketing tool. It is therefore in the best interest of artists to provide high-quality material. Content must be appropriate and will be reviewed for approval by the Commission before being released to the live site. Artists are responsible for all necessary editing and formatting prior to uploading their artistic work samples. Commission staff **will not** edit or format artistic work samples.

You will upload all artistic work samples at <http://roster.azarts.gov>.

The Arizona Commission on the Arts is pleased to offer reasonable accommodations for any artist requiring accessibility accommodations with regard to the submission of artistic work samples. **Requests must be vetted prior to the application deadline.** For more information, visit www.azarts.gov/accessibility or contact Jaya Rao at jrao@azarts.gov, 602-771-6501.

Artistic Work Samples Requirements

ALL artistic work samples must:

- Be uploaded through the online application
- Represent work completed within the past **three** years
- Clearly represent applicant or applicant's company

Acceptable artistic work samples include: audio, video, image file, or PDF documents.

Artistic Work Samples Guidelines

Choose the most appropriate file format to represent your discipline through your artistic work samples. Only three minutes of artistic work samples will be viewed per application by the review panel, but could include a combination of audio, video, digital images, **or** written material.

You will be asked to identify your primary work samples at the time of application.

Do not submit promotional materials that differ from your usual performances/exhibitions/programs.

These materials do not allow panelists to understand the artistic quality of an artist/company. Please choose the most appropriate representation of you or your company's work when preparing artistic work samples.

Audio Material

Audio material must be submitted in .mp3 format. Applicants submitting audio material as their primary work sample are limited to **one (1) three-minute segment**. If an applicant submits more than three minutes, only the first three minutes will be heard during the panel review process.

Video Material

Video material must be submitted using the provided video publisher (guidance provided at the time of uploading material). Applicants submitting video material as their primary work sample are limited to **one (1) three-minute segment**. One or several short works or excerpts of works could be included. If an applicant submits more than three minutes, only the first three minutes will be viewed during the panel review process.

Digital Images

Images must be submitted in .jpg, .jpeg, .gif, .png, or .tif format. Applicants submitting images as their primary work sample are limited to **five total images**. If an applicant submits more than five images, only the first five images will be viewed during the panel review process.

Written Document

Writing samples must be submitted in .pdf format. Applicants submitting writing samples as their primary work sample are limited to **five total pages of material**. Pages must be numbered, with 1-inch margins, in 12 point font size. Prose must be double-spaced; poetry must be single-spaced.

Artistic Work Samples Descriptions

The online application will guide you through labeling and providing descriptions of work samples. Be sure to include all pertinent information. Include title of the piece(s), represented artist(s), date completed or premiered, and (as necessary) dimensions and medium of the work or other pertinent technical information. You will be asked to identify your primary work samples during the application process.

For more information on uploading work samples visit

<http://roster.azarts.gov/index.a4d?action=help.profile#sampleWork>.

For more information on formatting work samples visit www.azarts.gov/teachingartistroster/artists.htm

Browser Requirements

Applicants are required to upload artistic work samples using one of the following approved browsers:

Mac OS X

- [Safari 1.0+](#)
- [Firefox 1.0+](#)
- [Camino 1.0+](#)

Mac OS 9

- [iCab 3.0+](#)

Windows

- [Firefox 1.0+](#)
- [Internet Explorer 6+](#)

3. **Field Evaluation Report**

The Field Evaluation Report must be completed by a third-party observer, i.e., someone who has seen you either model or perform a residency. As the work of a teaching artist embraces a variety of mediums, settings, purposes and formats, teaching artists are called upon to develop mastery, both as practicing artists **and** as teaching artists. This form provides reference to the panelists on your practice as a teaching artist.

The Field Evaluation Report must be completed online by a third-party observer at www.azarts.gov/teachingartistroster/forms.htm

4. **Sample Lesson Plan/Residency Plan**

Community- and Education-Based: Applicants must upload a residency/lesson plan at <http://roster.azarts.gov>. This residency/lesson plan should outline a sequential series of events and will demonstrate to the panel your ability to plan a residency program. Artistic companies should describe how all company members participate in these activities. Lesson plans will be reviewed during the application process only and will not be viewed by the public.

Education-Based: Applicants in this track must describe how their project addresses the Arizona State Academic Standards.

You will upload your sample residency/lesson plan as a PDF at <http://roster.azarts.gov>.

5. **Sample Assessment/Evaluation**

It is important that you set understanding goals for participants during the course of your residency and create complementary program evaluations and participant assessment forms. This form will be reviewed during the application process only and will not be viewed by the public. You may upload up to 2 items.

You will upload your sample assessment/evaluation form in PDF format at <http://roster.azarts.gov>.

6. **Resume/Bio**

Applicants must upload a resume that is no more than two pages long. Applicants may submit a description of artistic work and process in lieu of a resume. Resumes will be reviewed during the application process only and will be available to the public if the artist is juried onto the Roster.

You will upload your resume at <http://roster.azarts.gov>.

7. **Signature Page**

All applicants are required to submit a **Signature Page** with an *original* signature. The Signature Page must be postmarked by the U.S. Postal Service on or before the deadline date (send with Confirmation Receipt or include a stamped postcard to receive verification of delivery); sent through an alternative mail service, such as Federal Express or UPS on or before the deadline (remember to retain the receipt or other proof of date mailed); or hand-delivered to the Commission office by **5:00pm on September 18, 2008**. Applications dropped in mailboxes or at retail mail services may not be postmarked until the next day.

APPLICATION MATERIALS CHECKLIST

Below is a list of all materials you will need to prepare and are **required** to submit. (**Note:** the amounts of time following each item are estimates.)

You Will Complete and Submit Online: 5-10 minutes per form.

www.azarts.gov/teachingartistroster/forms.htm

- ✓ Artist Intent to Apply
- ✓ Field Evaluation Report

You Will Download and Mail: 5-10 minutes per form.

www.azarts.gov/teachingartistroster/forms.htm

- ✓ Signature Page
- ✓ Copyright Release Form (if applicable)

You Will Upload: Uploading will take approximately 1-10 minutes per item; these materials will take a substantial amount of time to develop.

<http://roster.azarts.gov>

- ✓ Artistic Work Samples (in the form of digital images/audio/video/written material)
- ✓ Sample Assessment/Evaluation
- ✓ Sample Lesson/Residency Plans
- ✓ Resume/Bio

You Will Provide in your Profile (Artistic Discipline): Time is dependent on length of applicant responses.

<http://roster.azarts.gov>

- ✓ A Description About Yourself
- ✓ Your Artistic Discipline
- ✓ Your Home Region
- ✓ Your Travel Region
- ✓ Recent Engagements
- ✓ Upcoming Events

You Will Provide or Answer within the Application (Track, Community-based and/or Education-based):

Time is dependent on length of applicant responses.

<http://roster.azarts.gov>

- ✓ Track Type (Community or Education, if both you'll complete two applications)
- ✓ Program Type
- ✓ Populations Served
- ✓ Program Description
- ✓ Technical, Supply, and Space Requirements
- ✓ References
- ✓ Fees
- ✓ Teacher/Staff Training Available
- ✓ Artistic Approach (Discuss your art form, practice, process, and product)
- ✓ Teaching Artist Approach (Describe your teaching philosophy in relation to your artistic practice and the student/participant experience)
- ✓ Program Management Strategies (Describe how you manage learning settings – residency materials and class control, program logistics, meetings, implementation, and follow-up.)
- ✓ For EDUCATION-BASED TRACK only: describe how you implement the Arizona State Academic Standards in the Arts and/or arts integration

APPLICATION REVIEW PROCESS

- Step 1 Applicant Review:** Applications are reviewed by panels of experts that assess applications' strengths and weaknesses according to published criteria. Panels review written narrative, supplemental materials, and artistic samples. Based on this initial review, the panel makes recommendations for interviews. Note: Not all artists will move forward with an interview after the initial review.
- Step 2 Interview Panels:** On the day of the interview, panelists re-review applications and conduct a question-and-answer session with the applicant (the review and interview will not last more than 15 minutes). Each panel, chaired by a non-voting, Governor-appointed Commissioner, provides a list of approved applicants to the Commission. The Commission staff does not vote in the process. Panel interviews are open to the public.
- Step 3 Commission Approval:** The Governor-appointed Commissioners vote to approve the panel recommendations. This vote is **final** and not subject to appeal. The board meeting is open to the public and will meet **December 11, 2008**.
- Step 4 Notification:** The Commission provides written notification to all applicants regarding the status of applications, by mail, during the week of **December 15, 2008**. Prior to **December 15, 2008**, Commission staff will not respond to inquiries about the status of applications.

To review the Commission policy related to the Teaching Artist Roster visit www.azarts.gov/teachingartistroster/policy.htm

EVALUATION CRITERIA

Applicants are selected for the Teaching Artist Roster based on the following criteria.

For Education-Based Track

A juried listing of artists available to provide preK-12 arts learning residencies, teacher training, and artist/teacher collaborations. These teaching artists are approved based on their experience in **educational** settings, ability to conduct standards-based residencies, and the quality of their work as professional artists.

1. Artistic quality (25%)

(Determined through artistic work samples, Field Evaluation Report, resume, and application)

- a. Folk Arts (see Commission Policy 715) – How did applicant learn the art form
- b. Authenticity of art form
- c. Applicant's body of work exemplifies artistic excellence in the discipline
- d. Applicant provides evidence he/she is a practicing professional artist, continuing development as an artist

2. Ability to communicate about their art form (25%)

(Determined through application, Field Evaluation Report, interview, and resume)

- a. Ability to explain their artistic process
- b. Ability to engage learners of varying ages, backgrounds, and experiences

3. Ability to conduct a residency in preK-12 settings (50%)

(Determined through sample lesson plan, sample assessment plan, application, Field Evaluation Report, interview, and resume)

- a. Ability to work both in and through the arts in the collaborative development of residency programs with educators
- b. Ability to work with State Academic Standards in Arts Integration
- c. Demonstrated knowledge of the Arizona State Arts Standards
- d. Demonstrated knowledge in program management, logistics, delivery, content, learning styles, presentation skills, and assessment
- e. Continuing development as a teaching artist

For Community-Based Track

A juried listing of artists available to provide workshops, presentations, one-day events, performances, and lecture/demonstrations within the community. These community artists are approved based on their experience in **community** settings, ability to conduct well organized residencies with clear assessment and evaluation, and the quality of their work as professional artists.

1. Artistic quality (50%)

(Determined through artistic work samples, Field Evaluation Report, resume, and application)

- a. Folk Arts (see Commission Policy 715) – How did applicant learn the art form
- b. Authenticity of art form
- c. Applicant's body of work exemplifies artistic excellence in the discipline
- d. Applicant provides evidence he/she is a practicing professional artist, continuing development as an artist

2. Ability to communicate about their art form (25%)

(Determined through application, Field Evaluation Report, interview, and resume)

- a. Ability to explain their artistic process
- b. Ability to engage learners of varying ages, backgrounds, and experiences

3. Ability to conduct a residency (25%)

(Determined through sample lesson plan, sample assessment plan, application, Field Evaluation Report, interview, and resume)

- a. Demonstrated knowledge in program management, logistics, delivery, content, learning styles, presentation skills, and assessment

GLOSSARY

Accessibility Services

Programmatic, communication, or contractor expenses to make programs accessible to people with disabilities (e.g., American Sign Language interpreters, alternate-format materials, TT equipment, audio describers, open captioning).

Applicant

An artist or artistic company that is applying for a grant.

Application

The documentation and material that an applicant submits to request a grant.

Arizona Commission on the Arts ("Commission")

The state arts agency, including its staff and the fifteen Governor-appointed Commissioners.

Art Service Organization

An organization that provides services to its members and/or the community at large, such as technical assistance, research, promotion and marketing, networking, advocacy, workshops and conferences, and other professional development. Art service organizations generally do not produce or present artwork.

Artist Intent to Apply

An online form completed by the applicant. This form informs the Commission of your intention to apply to the roster. This form is required and due **August 14, 2008**.

www.azarts.gov/teachingartistroster/forms

Artistic Discipline

This is a standard list of disciplines Literary Arts; Dance; Folk Arts: Performing; Folk Arts: Visual; Multidisciplinary Arts; Music; Theatre; Visual Arts and Storytelling.

Artistic Work Sample

Material uploaded through ERC Systems that best demonstrate you or your company's artistic work. Panelists will evaluate the artistic quality of your application based on artistic work samples. Applicant will choose the most appropriate format to represent their artistic discipline and could include a combination of audio, video, digital images, or written material.

Arts Standards

Standards adopted by the Arizona State Board of Education that identify what students should know and be able to do in the arts at specific points in their academic careers; they specifically focus on the concepts: Create, Relate, and Evaluate. For complete standards documents, see www.azed.gov/standards/arts/revised.

Assessment

The measurement of learning; processes of evaluating, measuring, and judging.

At-Risk Student

R.E. Slavin defines an at-risk student as one who is in danger of failing to complete his or her education with an adequate level of skills. Risk factors include low achievement, retention in grade, behavior problems, poor attendance, low socioeconomic status, and attendance at schools with large numbers of poor students.

Community Artist

An artist approved for the Community-based Teaching Artist Track.

Community-based

Artists approved based on their ability to conduct residencies in **community** settings and the quality of their work as professional artists. The structures of these residencies may be, but are not limited to, after-school programs, one-day assemblies, or short-term exposure to an art form. Regardless of the venue, the residency must have clear objectives, goals, and assessment tools for the duration of the residency.

Company

A company will consist of a core group of artists that conduct residency programs and may include other artists that primarily perform, but can delineate how each company member participates.

Criteria

The established and published standards used to evaluate an application to determine if a grant award is recommended.

Education-based

Artists approved based on their ability to conduct residencies in **educational** settings and the quality of their work as professional artists. This requires standards-based curriculum practices, significant assessment and evaluation, and successful teacher-artist collaborations.

ERC

The Arizona Commission on the Arts online Teaching Artist Roster program is hosted by ERC Systems. <http://www.ercsystems.com/>

ERC Systems

See ERC

Evaluation

The broader process of gauging the merit, worth, or impact of a program.

Fees

See "Fee Schedule" at www.azarts.gov/teachingartistroster/fees.pdf

Field Evaluation Report

A required supplemental piece completed by a third-party observer. This form provides reference to the panelists on your practice as a teaching artist. www.azarts.gov/teachingartistroster/forms

Folk Arts

There are many different definitions and interpretations of what constitutes folk arts and who can be considered a folk artist. Folk arts are usually rooted in artistic and cultural traditions shared by a community and maintained over time. Folk artists traditionally learn skills and techniques through apprenticeships in community settings and use their creative skills to convey their community's authentic cultural identity. Most are rooted in a particular heritage and speak to the time when families were required to produce for themselves the basic necessities of life. This encompasses a rich array of folk arts and crafts that continue to be practiced throughout the state of Arizona - such as cowboy poetry, gospel choirs, Mexican corridos and piñata makers, Hopi carvers, Mormon quilters, Navajo weavers and silversmiths, Western saddle makers, Apache Crown dancers and Pima basketweavers. Folk arts can evolve over time as dynamic living traditions and can incorporate outside influences that reflect the world around them, but are always connected to the cultural and artistic traditions of a community and region.

Traditional folk artists (who perpetuate time-honored artistic traditions indigenous to the region where they were born and reared, learned through training, informal instruction or close observation of traditional artists in their families and communities) and Revivalist folk artists (musicians/dancers/craftspeople and storytellers who perform traditional arts, learnt directly from traditional folk artists or in academic settings or

through learning and practicing within a community – even though they may not be members of the community or regional culture from which the artforms are derived) are both eligible to apply.

Artists applying to the Teaching Artist Roster in the Folk Arts category will be selected based on artistic quality, their ability to communicate about their artform, and to conduct a residency. Additionally, they must be able to demonstrate mastery of a folk art form and their relationship to a community – whether ethnic, tribal, religious, occupational, geographical, age or gender based – from which the folk tradition is derived.

Individual Artist

A sole person whose professional work is the work of an artist.

Guidelines

Information published annually describing the Commission's grant program, including the application process, forms and formats, eligibility requirements and criteria.

Lecture/Demonstration

An activity, generally 45-60 minutes in length, in which an artist or artist ensemble provides examples and explanation of their art form to a group of people. Lecture/ demonstrations may be formally staged or as a less structured activity in a small space, and may be interactive.

Legal Requirements

The federal and state standards and regulations including those regarding fair labor, civil rights, accessibility, age discrimination, lobbying with appropriated monies, accounting records, and other published requirements to which organizations accepting a grant must adhere.

Legislative Districts

These are the state and congressional districts based on the physical address of your organization.

Lesson Plan

A detailed description of sequential learning activities for a specified course of instruction.

Local Arts Council/Commission

("Locals") Local arts agencies also referred to as "Locals" or LAAs. A municipal, regional or private nonprofit organization, designated by its municipality, region or county to advise and implement municipal/regional/county arts policy. Composed of volunteer members of the public,

usually appointed, they may also have professional staff. In addition to policy advisement, they may make grants, provide public programs, present or produce the arts, manage facilities, coordinate public art programs, assess community cultural needs, and provide a variety of other activities in response to community needs.

Member Account

The master account an artist/applicant will create within the ERC system.

Multidisciplinary

Multidisciplinary artists or projects are those in which a single artist or artist ensemble combines two or more artistic disciplines (such as dance and poetry); or in which artists or artist ensembles from different disciplines collaborate to produce a project that integrates their different art forms.

Nonprofit Organization

Schools, governmental units, and corporations that are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code.

Organization

An organized entity or group comprised of multiple artists whom perform, present and or conduct residency programs for a collective goal. For Example: Phoenix Boys Choir, Phoenix Conservatory of Music, Tucson Chamber Orchestra.

Partnerships/Collaborations

If two organizations plan to participate equally in the design and delivery of a project, one organization must serve as the lead applicant in the Commission grant. The Commission is only able to fund one grant per project. The two partner/collaborating organizations must make a decision as to which organization is better equipped to manage and report on the potential project grant, bearing in mind that there are limits to the number of project grants allowed per organization during a given grants cycle.

Per Diem

A specific amount paid by a sponsor organization to an artist or artist ensemble for lodging and meal expenses while they carry out a project outside their community of residence. Per diem amounts may be included as eligible fees in a grant application, and must be specifically agreed to between the artist/artist ensemble and the sponsor organization.

Performance Fee

The amount paid to a performing artist/ensemble for a fully produced, public performance generally 90-

120 minutes in length (including an intermission). This may be a self-standing single performance or may be a culminating event of a community or school residency.

Primary Artistic Work Sample

The 3-minute artistic work sample you upload to ERC Systems that relates directly to your artistic discipline.

Profile

A web page within ERC Systems you will open to create an application in one of the primary artistic disciplines.

Project Grant

A cash award made to an organization to carry out a specific project, which must be matched – generally at least dollar-for-dollar – by the sponsor organization. Different types of Commission project grants may have different match requirements; all grant funds and matching funds are to pay for specific, eligible fees. For more information, visit the Guide to Grants for Organizations and Schools at www.azarts.gov/guide.

Race/Ethnicity Codes

Individuals should select any combination of the following that best represents their race/ethnicity:

- Asian
- Black/African American
- Hispanic/Latino
- American Indian/Alaska Native
- Native Hawaiian/Pacific Islander
- White
- No single group

Companies should select any combination of the following that best represents their company's race/ethnicity:

- 50 percent or more Asian
- 50 percent or more Black/African American
- 50 percent or more Hispanic/Latino
- 50 percent or more American Indian/Alaska Native
- 50 percent or more Native Hawaiian/Pacific Islander
- 50 percent or more White
- No single group

You must also indicate the race/ethnicity of those served by your project:

N - Primarily serves/represents American Indian/Alaska Native individuals

A - Primarily serves/represents Asian individuals

P - Primarily serves/represents Native Hawaiian/Pacific Islander individuals

B - Primarily serves/represents Black/African American individuals

H - Primarily serves/represents Hispanic/Latino individuals

W - Primarily serves/represents White individuals

99 - Does not primarily serve/represent any single group

Residency

A multi-day project in a school, afterschool program or community in which an artist or artist ensemble is "in residence," providing activities to one or multiple groups which introduce them to, or expand their understanding of, the artist/ensemble's artform and artistic process. Residencies often provide sequential experiences for participants, and can run any length, from a few days to a year.

Residency Plan

A detailed description of sequential learning activities for a specified course of instruction.

Residency Roster

A compendium of artists in all disciplines, selected for their artistic quality, ability to communicate about their art form, and their ability to carry out a residency.

Resume

A summary or listing of relevant experience/education or a description of artistic work and process.

Review Panel

A group of citizens appointed by the Commission to review and make recommendations on public policy, applications for grants, and participate in the jury process for the Teaching Artist Roster. This Roster was juried for 2007-2008.

Review Panel Chair

A Governor-appointed Commissioner who serves as a nonvoting member of the panel to ensure that state law is followed and that there is an open, fair process for the review of applications by the review panel.

Signature Page

An original form the applicant downloads, completes and mails to the Commission by **September 18, 2008**. This form is your contract with the Commission.

www.azarts.gov/teachingartistroster/forms

Secondary Artistic Work Sample

Additional artistic work samples you upload to ERC Systems to support your profile, but that will not be reviewed by the panel.

Service

A single activity, generally running from 45-60 minutes in length, provided by an artist or artist ensemble. Services may be workshops, teacher or staff in-service activities, school assemblies, mini-performances/readings, speaking engagements or lecture/demonstrations.

Storytelling

According to the National Storytelling Association, storytelling is, *at its core, the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience*. A central, unique aspect of storytelling is its reliance on the audience to develop specific visual imagery and detail to complete and co-create the story.

Teaching Artist

A practicing professional artist, with many of the skills and sensibilities of an educator, who collaborates with organizations and schools to design and implement units of instruction aimed at engaging learners in learning in or through the arts.

Teaching Artist Roster

A compendium of artists in all disciplines, selected for artistic quality that maintain active careers as teaching and professional artists, and have particular expertise in collaborating with communities and schools to engage individuals in learning experiences in, through, and about the arts. This Roster is juried for 2009-2010.

Track

The area for which you choose to be interviewed and listed on within the Teaching Artist Roster. Applicants choose from Education and/or Community.

Underserved Populations

Persons who are members of ethnic or racial minorities, have disabilities, or are from communities outside the metropolitan areas of Phoenix and Tucson.

Workshop

An activity provided by an artist or artist ensemble which provides hands-on training to a group in a particular art form or to create a particular art object. Workshops may be one-time, or may consist of multiple, sequential activities.

EDUCATION-BASED TRACK

The Education-based track of the Teaching Artist Roster (i.e., the user-side of the Roster) identifies high quality teaching artists with particular expertise in preK-12 schools and programs intended for educational settings.

Requirements for Education-based Teaching Artists

Successful teaching artists must be able to impart their skills and experience through their teaching. To be an Education-based Commission teaching artist requires a mastery of your art form, an ability to communicate about that art form to a variety of participants, and an organized residency with clear objectives, outcomes, and assessment.

Education-based artists are expected to work with schools and teachers in learning in and through the arts. This includes art integration, as well as arts-based instruction in a preK-12 setting. In addition, teaching artists provide in-service professional development for teachers who wish to build on what they learn from your processes, finding ways to incorporate that knowledge into their daily curriculum and teaching practices. As part of the application process, you are required to submit a residency lesson plan and corresponding student assessment forms. The residency plan should integrate Arizona Arts Standards and demonstrate a thoughtful and logical progression of activities to meet these goals. Consider the participant age level, medium you work in, and timeframe of the residency. Keep in mind that many schools look for residencies that complement classroom curriculum.

Connecting with the Arizona State Arts Standards

It is important that you familiarize yourself with the Arizona Arts Standards. The Arizona State Board of Education revised the standards for the arts in 2006. These standards define what all students (K-12) should know and be able to do in dance, music, theater, and visual arts. This is an important step forward in arts education in Arizona and the standards documents have been distributed to all Arizona schools. Teachers and administrators work with these ideas and documents to develop classroom curriculum that builds student mastery. Your residency plans should articulate and reflect connections between your work and the arts standards. The Commission will offer professional development opportunities in many areas, including the Arizona Arts Standards, to artists who are accepted onto the Teaching Artist Roster. A complete listing of the standards is available online at the Arizona Department of Education web site at www.ade.state.az.us/standards/arts/revised/.

Security Clearance

Student safety is a primary concern to parents, teachers, and school administrators throughout Arizona. The Arizona Commission on the Arts does not conduct background checks on Roster Artists. However, each School District, Charter, and Private school will require different security clearance items in order for you to work on their campus. These items may include fingerprinting, background checks, liability insurance, etc. The Commission recommends that you contact the school ahead of the residency to ask about clearance requirements.

Finger Print Clearance Cards

The Arizona Department of Education (ADE) requires all certified teachers to obtain a Department of Public Safety (DPS) Fingerprint Clearance Card as a condition of certification. Whether you are a certified teacher or not, you can apply for the DPS Fingerprint Clearance Card by following the instructions on the ADE website: www.ade.az.gov/certification/downloads/FingerprintClearanceCardInformation.pdf

ARTS LEARNING PROJECT GRANTS AVAILABLE TO SCHOOLS FROM THE ARIZONA COMMISSION ON THE ARTS

As a juried Commission Education-based Teaching Artist, preK-12 private, public, and charter schools may call upon you to staff their arts learning project grant applications to the Commission. The Commission strongly recommends all Education-based Teaching Artists become familiar with the Commission's Arts Learning Project Grants and requirements:

1. *In-School Artists in Residence (A.I.R.) Program*

In Arizona and nationally, the arts are a core subject in education. A.I.R. programs are designed to support this goal and should positively affect how students, teachers, and the school community value and provide the arts. In A.I.R., the artist's creative and working processes are the foundation for building sequences of residency experiences and workshops for students and teachers. PreK-12 public and private schools throughout the state are eligible to sponsor A.I.R. residencies. Artists or performing companies typically work at one school site for

the entire residency. Residencies usually range from two weeks to one month either consecutively or spread out over the course of the school year. Program fees for services and travel/per diem are set by the Commission.

For more information about the Commission's Fee Table visit
www.azarts.gov/teachingartistroster/fees.pdf

For more information about planning a successful A.I.R. program visit
www.azarts.gov/artslearning/resources_curriculum.htm

When considering a residency in a school setting, keep in mind the following:

- The artist's own working process and interests are an integral part of the residency. Artists are encouraged to experiment with new ideas, processes, and resources to provide experiences that are stimulating and challenging for the students and for themselves. What type of programs would you design?
- The artist, teachers, and community members jointly plan each residency. Teachers should be considered partners in the classroom. When planning in-services consider what will help them integrate new techniques and processes into their curriculum and teaching practice.
- When a school calls, artists should decide if they are interested in working with them based on the residency goals, the commitment of the teachers, support of the administration, and the overall organization of the residency.
- Student workshops are grounded in standards-based arts learning that is participatory, hands-on, and student-centered. Do your residency plans articulate and reflect connections between your work and the Arizona Arts Standards?
- Each residency communicates the value of the arts to parents, educators, community members, and policymakers. Are you comfortable with communicating the importance of arts advocacy?

For more information about advocacy in arts education visit www.artsed.org

2. **Community Enrichment Grant Program**

These residencies are typically initiated by Boys and Girls Clubs, parks and recreation programs, neighborhood centers, libraries, social service organizations, YMCAs, and out-of-school time programs. In some cases, you may work at more than one site during a residency. Out-of-school time residencies are very different from those that take place during school hours.

When considering a residency in an after-school setting, keep in mind the following:

- After-school programs operate for the convenience of families, providing a safe, healthy place for children to interact after school while parents are at work. Since parents' work schedules vary, the schedules of participating children may vary from day to day as well. How can you experiment with your method of presenting your work to accommodate the flexibility and spontaneity of after-school programs?
- After-school program staff experiences the challenge of acting as a parent, friend, mediator, and mentor for children as these young people practice making positive choices and develop social skills. Staff must deal with a myriad of situations simultaneously. What are some ways that you can excite and energize the staff during the residency? How can you enable them to carry on aspects of the residency in the future?
- The age of participants varies. Are you able to work with diverse age groups at one time? What activities and events can you provide in alternate spaces, such as cafeterias, gymnasiums, art rooms, portable classrooms, etc.? Would you be able to present activities at more than one site during the residency?

3. **Partners in Arts Learning** – *This grant program provides arts learning experiences to broaden, deepen and diversify a community's relationship with arts organizations by engaging children, families and neighborhoods. Projects are initiated by arts organizations, to create partnerships with local school and or community-based organizations to deliver arts-based learning programs for students, communities, staff, teachers, and/or teaching artists. Particular interest and support is given to projects that are sustainable, collaborative, and provide direct*

participation and access to quality arts experiences for participants and the community at large, and may also focus on or contain elements of professional development for staff, educators, and/or teaching artists. Partnership projects must contain a community-based outreach experience for local schools, parents, community members, etc. Commission Teaching Artists may be called upon by local arts organizations to implement their programming.

For more information about Arts Learning Project grants visit the Guide to Grants for Organizations and Schools at www.azarts.gov/guide

COMMUNITY-BASED TRACK

The Community-based track of the Teaching Artist Roster (i.e., the user-side of the Roster) identifies high quality professional artists with particular expertise in presenting their art form in a community setting through teaching and/or performance.

Requirements for Community-Based Roster Artists

A successful teaching artist must be able to impart their skills and experience through their teaching. To be a Commission teaching artist requires a mastery of your art form, an ability to communicate about that art form to a variety of participants, and an organized residency with clear objectives, outcomes, and assessment.

The Community-based track is designed for use by community groups, presenters, and those seeking professional artists to perform, demonstrate, or speak about their art form to engage audiences. These artists may also be called upon by schools or groups working with preK-12 students to conduct short-term residencies or performances in an arts experience. Community colleges, local concert associations, arts councils, social service groups, and other organizations also sponsor community-based residencies. These are flexible opportunities, in that the sponsor and artist design residency content and length to meet a community's needs. Residencies can often involve multiple performance/workshop sites and diverse groups of people, culminating in public readings, exhibitions, or performances. Some sponsors schedule a series of residencies throughout the year. School-based community residency opportunities include one-, two-, or three-day lecture/demonstrations and performances. Artists applying to the Community-based Teaching Artist Roster set their own fees for residencies/lectures/workshops/presentations.

PROJECT GRANTS AVAILABLE TO ORGANIZATIONS FROM THE ARIZONA COMMISSION ON THE ARTS

As a Commission Community-based Teaching Artist, arts organizations, community groups, and out-of-school time programs may call upon you to staff the project grant applications they make to the Commission. The Commission strongly recommends all Community-based Teaching Artists become familiar with the Commission's Project Grants and requirements.

Some community-based residencies may be eligible for the Commission Project Grants. These grants help organizations provide quality arts programming to their communities. Project Grants are awarded, in general, to assist with the costs of connecting artists (or their artistic work) with a community. These arts experiences help create public value for the arts and develop the rationale for the investment of public funds.

The shape and scope of projects is purposely left flexible to respond to the diverse and changing needs of communities. They may include exhibits, festivals, artist residencies of any length, series of readings, performances or lectures, workshops and master classes, production of literary publications, or the creation of public art and design projects. Below is a list of the types of project grants supported by the Commission.

- Music
- Theatre
- Dance
- Multidisciplinary
- Literature
- Festivals
- Arts Link to Tourism and the Economy
- Arizona American Masterpieces
- Visual Art/Exhibition/Media/Design
- Public Art

For more information about the Commission's Project Grants, visit our Guide to Grants for Organizations and Schools at www.azarts.gov/guide

FEES

When contacted to create the budget for a project, first discuss your ideas for the project with the partner group and collaborate to develop project objectives to design the actual number of activities. Your fees may be negotiable depending on the design of the project. Be sure to talk to the partner group about other necessary expenses such as travel/per diem; supplies, staging needs, etc.

NUMBER OF SERVICES PER DAY

The Commission strongly recommends artist services be limited to four class-period services per day, or two class-period services and one full performance per day. This assures a quality experience for all participants. Some artists may be willing to provide more services per day due to the flexibility of their art form or way of working. This is not to be expected, so organizations and schools are asked to confirm the artist's number of services for each residency day prior to submitting a grant and are expected to include these details in the artist's contract/letter of agreement.

OVERVIEW: TYPES OF FEES/SERVICES

- **Travel Per Diem:** Mileage/lodging/meal honorarium.
- **Hour/Session:** Equals 45 to 60 minutes depending on the length of a classroom period for a fixed group.
 - **Teacher/staff in-service:** Artist/ensemble provides examples and/or explanations of their art form working with a core group of teachers/staff.
 - **Workshops:** Sessions of one class length, working with a core group of students (no larger than one class size).
 - **Lecture-Demonstrations:** Generally 45-60 minutes in length, in which an artist or artist ensemble provides examples and explanation of their art form to a group of people as either a formally staged or a less structured activity in a small space, often interactive.
- **Single Full Performance:** Equals 90-120 minutes for performing artists/companies, a fully staged performance with all company members.
- **School or Public Performances:** Artists are highly encouraged to incorporate a public performance, reading or exhibition into their project to showcase the participants and artists' artform in its full form.

EDUCATION-BASED FEES/SERVICES

- **Travel Per Diem:** For projects wherein travel/per diem is requested, the Commission provides a sample scale for travel/per diem. Round trip (RT) map mileage is calculated from artist/consultant's city to applicant city.

0-70 miles RT	\$ 0 miles/lodging/meal honorarium
71-400+ miles RT	\$60 per day, all-inclusive mileage/lodging/meal honorarium Maximum of \$1,300 travel honorarium

- **Hour/Session (e.g., teacher/staff in-service, workshops, lecture/demonstrations):** Fees for an hour/session rate for the Artist in Residence and Community Enrichment matching grants are based on a \$50 per hour/session rate. Artists/consultants may set fees higher than this level; however, the Commission's matching grants are based on a \$50 per hour/session rate. Any fees at a level above this would need to be paid by the school/community organization.
- **Single Full Performance:** Fees set by artist/company.
- **School or Public Performances:** Fees set by artist/company.

COMMUNITY-BASED FEES/SERVICES

Artists set and negotiate their own hour/session, performance fees, and travel-related expenses.

FAQs

1. What is a teaching artist?
2. Can I mail my supplemental material and/or artistic work samples?
3. What should I know about working in residency programs?
4. Why should I apply to the Teaching Artist Roster?
5. What are the annual requirements to remain on the Teaching Artist Roster?
6. Should I apply for the Education or Community listing or both?
7. Technology Questions
8. What type of Fees should I set?
9. What types of grants are available to Organizations and Schools from the Commission?
10. What types of grants are available to Artists from the Commission?
11. Do I have to re-interview each year?
12. What if I can't attend the interview date?
13. I'm with a Company. Who from my Company should attend the interview?

1. What is a teaching artist?

“A teaching artist (artist-educator) is a practicing professional artist with the complementary skills and sensibilities of an educator, who engages people in learning experiences in, through, and about the arts.”
—Eric Booth, nationally recognized actor, teaching artist and author.

“Teaching Artist – a practicing professional artist, with many of the skills and sensibilities of an educator, who collaborates with organizations and schools to design and implement units of instruction aimed at engaging learners in learning in or through the arts.”
—from *Young Audiences*

The work of a teaching artist embraces a variety of mediums, settings, purposes and formats. Teaching artists are called upon to develop mastery, both as practicing artists **and** as teaching artists, skilled at teaching the principles, ideas, skills, history and individuality of their chosen art form. Teaching artists encompass a broad range of professional skills and demands, including artistry, presentation skills, design and delivery of programs, ongoing assessment, partnership and collaboration.

For more information about Teaching Artists visit www.azarts.gov/artists/teachingartists.htm

2. Can I mail my supplemental material and artistic work samples?

No. The new Teaching Artist Roster is designed to allow all supplemental material to be uploaded through the ERC system. The Commission will not accept any materials sent by mail in support of a roster application.

For more information about uploading your work visit <http://roster.azarts.gov/index.a4d?action=help.profile#sampleWork>

For more information about Supplemental Material visit www.azarts.gov/teachingartistroster/artists.htm

The Arizona Commission on the Arts is pleased to offer reasonable accommodations for any artist requiring accessibility accommodations with regard to the submission of artistic work samples. **Requests must be vetted prior to the application deadline.** For more information visit www.azarts.gov/accessibility or contact Jaya Rao at jrao@azarts.gov, 602-771-6501.

3. What should I know about working in residency programs?

- Residencies sometimes take place in non-traditional spaces, with diverse participants, limited resources, and varying schedules. Are you comfortable with presenting your work under these circumstances?
- Residencies are based on your working process. Take time to evaluate and reflect on your creative processes and the business aspects of your work.
- When working in schools, teaching artists are asked to create activities/components for teacher/staff training session and student activities. What types of programs and offerings will you create?

You may ask other artists about their experience participating in similar programs and situations. Try calling current Teaching Artist Roster artists and get a sense of what these programs involve, or ask to visit them during a residency. A current Roster is available on our website at www.azarts.gov/roster01.asp.

For more information about Education-based Residencies visit www.azarts.gov/guide/intro.htm

4. Why should I apply for the Teaching Artist Roster?

There are several reasons why you might want to apply for the Teaching Artist Roster. They include:

Residency Opportunities – The Teaching Artist Roster is a major resource for schools, after-school programs, and communities around the state who are seeking artists for residency work. The Commission's Artist in Residence program serves an average of 130 schools and communities a year and many of the sponsoring sites go to the Roster to secure artists. Roster artists are also the only artists many schools will work with because of the rigorous audition process to be vetted and listed on the Roster. In addition, the Commission funds other Project grants, which serve a wide variety of organizations interested in conducting residency activities. Many of the applicants in these areas rely on the Roster as a tool for finding artists.

Professional Resources and Networking – As a Teaching Artist listed on the Roster you may take advantage of Commission-sponsored workshops and conferences at a discounted or no-fee basis. The Biannual Teaching Artists' Symposium is a professional development opportunity for Roster artists to foster a sense of community and allows artists to share resources and ideas and develop new skills. Roster Artists will also receive a subscription to the Commission's Teaching Artist Newsletter.

Promotion of your work – Each teaching artist receives a web page on the online Teaching Artist Roster. The Commission promotes the Teaching Artist Roster throughout the state at community workshops and gatherings and encourages its use by all arts learning partners. Additionally we will locate opportunities for you to network with the community through the Connections Café, which allows only Roster Artists to network and display information on their residency programs. Connections Café events will gather presenters, arts administrators, educators, teachers, artists and organizations, interested in residency programs.

Once artists are selected, they often receive offers of work; however, this is not guaranteed, and artists are encouraged to implement their own marketing efforts.

Professional Development - The Commission invests time, funds, and training to support the professional development of Roster Artists on an ongoing basis. The teaching profession is in a constant state of change. It is critical that artists continue to develop and reflect upon their work as teaching artists. Teaching artists require ongoing professional development in order to stay abreast of changes affecting the learning outcomes of their students. Some of the professional development opportunities may include:

- Half off registration fee at annual Southwest Arts Conference
- Discounted attendance to yearly Artist and Teaching Artist Workshops
- Discounted attendance to biannual Artist Symposium

5. What are the annual requirements to remain on the Teaching Artist Roster?

For more information about annual requirements visit www.azarts.gov/teachingartistroster/artists.htm

6. Should I apply for the Education- or Community-based track or both?

The Education-based track is for artists interested in working with students and teachers in learning in, through, and about the arts. Artists should be able to comfortably work with the Arizona Arts Standards and co-create curriculum guidelines with teachers. Additionally artists will provide professional development training for teachers.

The Community-based track is for artists interested in working with the community in unique settings—such as libraries, Boys and Girls Clubs, arts centers, and festivals. Artists should be flexible and able to create programs in conjunction with their partners, responding to the needs and wants of the community. Artists will provide workshops, lecture/demonstrations, and performances.

7. Technology Questions

If you experience difficulty with the online roster system, please follow these steps:

Step One

Refer to ERC guidelines at <http://roster.azarts.gov/index.a4d?action=help.profile#sampleWork>.

Step Two

If you were unable to resolve your problem by reviewing the ERC guidelines, send an email with “**Technical Assistance**” in the SUBJECT LINE to teachingartistroster@azarts.gov. We cannot guarantee that the Commission staff will be able to solve your specific problem; however, Commission staff will do whatever they can to help you resolve the problem.

Step Three

If the Commission staff is unable to help you resolve your technical problem, they will refer your call to the ERC technical support network.

8. What type of Fees should I set?

Education-based fees are set at \$50 per hour/session. Roster Teaching Artists set their own performance, lecture/demonstration, and other fees. All Community-based fees are set by the artist or company.

For more information about Teaching Artists Roster fees visit www.azarts.gov/teachingartistroster/fees.pdf

9. What types of Grants are available to Organizations and Schools from the Commission?

For more information about Commission grant programs visit the Guide to Grants for Organizations and Schools at www.azarts.gov/guide

10. What types of Grants are available to Artists from the Commission?

For more information about grants available from the Commission visit www.azarts.gov

11. Do I have to re-interview each year once I’m juried onto the Teaching Artist Roster?

No. However there are annual requirements that you must fulfill in order to remain on the Roster.

For more information visit www.azarts.gov/teachingartistroster/artists.htm

12. What if I can’t attend the interview date?

This requirement will be waived only when the artist has a professional engagement accepted prior to the publication of the Teaching Artist Roster (May 1st) or for an expected birth or significant health issue. Waivers are not given for conflicts with conferences, professional development, etc. The Commission does not wish to stand in the way of artists presenting their work but intends to preserve the integrity of the application process. The Commission reserves the right to review any extenuating circumstances.

13. I’m with a Company. Who from my Company should attend the interview?

Any artist within the company that conducts the residency programs will need to attend the interview. Artists within the company that primarily perform and do not engage in residency programs do not need to attend the interview.

LENGTH OF TERM

Successful applicants will be juried on for a two-year period, January 2009 – December 2010. Juried artists may continue without re-applying if they meet the following annual requirements. If an artist is unable to meet any of the annual requirements, they will be required to re-apply to the Teaching Artist Roster. Applications are accepted on a biannual basis.

ANNUAL REQUIREMENTS

Artists accepted to the roster will be approved for a **two-year** period, contingent on the submission of the following:

1. **Education-based Roster Artists**
 - a. Evidence of Professional Development Action
 - b. Self-Assessment Form
 - c. Evidence of Biannual Residency
 - d. Annual update to contact information, online materials, and submission of signature page
2. **Community-based Roster Artists**
 - a. Career Statement
 - b. Self-Assessment Form
 - c. Evidence of Biannual Residency
 - d. Annual update to contact information, online materials and submission of signature page

Professional Development for Education-based Roster Artists

We require an annual professional development action to verify that Roster Artists are remaining current in education trends. Professional development can address assessment, evaluation, classroom management, current field research, program design, partnerships and collaboration, program logistics, delivery, content, learning styles, presentation skills, and must pertain to work in preK-12 settings. ***Note: The Arizona Commission on the Arts will offer professional development opportunities to Roster Artists each year.***

Career Statement for Community-based Roster Artists

Community-based artists must remain active participants in their artistic discipline. To this end an annual submission describing new work, projects, grants, awards and or development in an artistic field is required.

Self-Assessment Form for both Community- & Education-based Roster Artists

The self-assessment rubric helps describe and assess the knowledge and skills of teaching artists. The information collected helps the Commission design and deliver Teaching Artist Workshops. The Commission requires all Roster Artists in a residency to complete a self-assessment form.

Biannual Residency for both Community- & Education-based Roster Artists

The Commission requires all Roster Artists to submit evidence that they have completed at least one residency within a two-year timeframe at the time of biannual application. Artists submit documentation in the form of a Field Evaluation Form.

EXPECTATIONS

The Arizona Commission on the Arts maintains the Teaching Artist Roster as a resource to communities and schools and as a tool to market high-quality artists to the community. **However, a listing on the Arizona Commission on the Arts Teaching Artist Roster does not guarantee work.** Artists should not rely solely on the Roster for marketing to schools and communities, who often select artists based on calls to references, artists' direct marketing, and word of mouth. Artists in this program are contracted as self-employed individuals. The Arizona Commission on the Arts is not involved in contractual agreements, nor is the Commission responsible for assuring an artist's placement in any programming.

ROSTER REVIEW/REMOVAL

If issues arise regarding the quality of a Roster Artist or the appropriateness of their actions, a review, the Commission has put in place a resolution, and removal process. The Commission can remove an artist from the roster at any time for actions or behavior that could be detrimental to students, teachers, the community and/or the Arizona Commission on the Arts. This could include but is not limited to: unlawful activities, unprofessional conduct, inappropriate behavior or language, inappropriate behavior or violation of rules in a school setting, lack of responsible follow-through in teaching terms, contracts, and scheduling. Roster Artists will be removed from the roster if they do not submit renewal or reapplication materials by published deadlines or if they fail to respond to Commission staff requests for information in a timely or accurate manner.

FEES

For more information about Teaching Artists Roster fees visit www.azarts.gov/teachingartistroster/fees.pdf

TEACHING ARTIST ROSTER TIMELINE

May 2008	Publication of Teaching Artist Roster Guide
May 2008	Teaching Artist Roster Online Application Launched
May 7, 2008	1 st Wednesday's Artist Informational Workshops on How to Apply (<i>The Commission offices – 10AM – Noon</i>)
June 4, 2008	1 st Wednesday's Artist Informational Workshops on How to Apply (<i>The Commission offices – 10AM – Noon</i>) (<i>The Commission offices – 5:30PM – 7:30PM</i>)
June 18, 2008	Artist Information Workshops on How to Apply (<i>Dinnerware, Tucson, - 10AM – Noon</i>)
June 25, 2008	Artist Information Workshops on How to Apply (<i>Coconino Center for the Arts, Flagstaff – 10AM – Noon</i>)
July 2, 2008	1 st Wednesday's Artist Informational Workshops on How to Apply (<i>The Commission offices – 10AM – Noon</i>)
August 6, 2008	1 st Wednesday's Artist Informational Workshops on How to Apply (<i>The Commission offices – 10AM – Noon</i>) (<i>The Commission offices – 5:30PM – 7:30PM</i>)
Summer 2008	Artistic Work Sample Workshops – TBA check our website for more information www.azarts.gov
August 14, 2008	REQUIRED Artist Intent to Apply (completed online)
September 18, 2008	Teaching Artist Roster Application Due (<i>Please note applications will not be accepted without prior submission of Artist Intent to Apply on August 14th</i>)
October 14, 2008	Interview Schedule Posted Online (<i>Please note not all applicants will receive an interview</i>)
October 14, 2008	Artists notified by mail if not moving forward with interview
October 20-24, 2008	Roster Panels
October 20, 2008	Artists that apply only to Education Based (<i>Dance, Music, Theatre, Folk Arts Performing, Storytelling</i>)
October 21, 2008	Artists that apply only to Education Based (<i>Visual Arts, Literary Arts, Multi-disciplinary, Folk Arts Visual</i>)
October 22, 2008	Artists that apply only to Community Based (<i>All Disciplines</i>)
October 23, 2008	Artists that apply to both Community & Education Based (<i>Dance, Music, Theatre, Folk Arts Performing, Storytelling</i>)
October 24, 2008	Artists that apply to both Community & Education Based (<i>Visual Arts, Literary Arts, Multi-disciplinary, Folk Arts Visual</i>)
December 11, 2008	Commission Board Approval
December 15, 2008	Artists notified by mail of Roster Status
January 1, 2009	Teaching Artist Roster Launch